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ABSTRACT

The handbook is presented as a method for evaluating individual exceptional children and selecting the best program for their needs. Discussed are the responsibilities of state and local programs, methods of selection, local referral systems, arrangements for testing on the state and local level, procedures to be used by evaluators and the local system, information on IQ and mental age, the role of the psycho-educational evaluator and his reports, and a suggested outline for psycho-educational and psychometric reporting. Forms included are the request for testing, the referral form, the contract for guarantee of payment, the report of services, criteria for evaluators, and evaluator candidate data. (JM)

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JACK P. NIX, STATE SUPERINTENDENT OF SCHOOLS / GEORGIA DEPARTMENT OF EDUCATION

PROGRAM FOR EXCEPTIONAL CHILDREN

HANDBOOK
EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT

EC 001 737

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROGRAM FOR EXCEPTIONAL CHILDREN

HANDBOOK
EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT

PROGRAM FOR EXCEPTIONAL CHILDREN
DIVISION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES
OFFICE OF INSTRUCTIONAL SERVICES
GEORGIA DEPARTMENT OF EDUCATION

1968

STATE OF GEORGIA
DEPARTMENT OF EDUCATION

OFFICE OF INSTRUCTIONAL SERVICES

HANDBOOK
EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT

APRIL 1968

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Program for Exceptional Children

F O R E W O R D

An adequate psycho-eduational evaluation of the individual exceptional child is essential to a productive program of special education. This handbook presents procedures to be followed and forms to be used by local school systems when requesting State-approved programs for exceptional children.

The handbook should assist the local director in adequately planning for a testing program. It has been prepared by the Coordinator, Educational and Psychological Assessment, for all persons directly responsible for educational planning for exceptional children.

A number of present and former State staff personnel, in addition to those of the Georgia Psychological Association Advisory Committee to the Program for Exceptional Children, deserve credit and appreciation for valuable assistance given in preparing this material.

Mamie Jo Jones, Associate Director
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There has been a marked growth in educational services for exceptional children since the inception of Georgia's program in 1951. That growth has demanded the coordinated efforts of various disciplines, especially those of education, psychology, and medicine. An individual psycho-educational evaluation is necessary to effectively identify many children who will benefit from such a program. The results of this evaluation and other pertinent information, augmented by professional judgments, serve as a basis for both school placement and curriculum planning.

STATE PROGRAMS AND LOCAL RESPONSIBILITIES

The Program for Exceptional Children provides psycho-educational evaluations of exceptional children through the services of staff personnel and through the use of limited funds to purchase services of private psychologists. This approach provides, at best, a minimum service; therefore, the permanent employment of school psychologists by local systems is strongly recommended. The availability of such persons to evaluate and re-evaluate students and to work with teachers would greatly improve the program. Some school systems have obtained financial assistance to provide such services and personnel through local revenue, Title I, Title III, Section 12 of the Minimum Foundation Program of the Education Act, and through other sources.

Until more school systems secure their own personnel, the Program for Exceptional Children will continue to offer the

following resources for psycho-educational services to local school systems which have, or wish to have, special education programs:

1. Psychological and Educational Assessment Evaluators who are staff members of the Program for Exceptional Children;
2. Private psycho-educational evaluators who are employed on a contractual basis by the local school system which is reimbursed by the State Department of Education;
3. Local school system personnel who receive temporary approval from the Program for Exceptional Children.

A form, "Criteria for Psycho-Educational Evaluators for State-supported Exceptional Child Units," is available from the Program for Exceptional Children. This procedure will be phased out as certified school psychological personnel become available. The State Board of Education has approved the certification of such personnel at the 5th, 6th, and 7th year levels. Information may be obtained from Pupil Personnel Services, State Department of Education.

Procedures for securing psycho-educational evaluations of students being considered for enrollment in a program for the mentally retarded are outlined herein. In general, the same

procedures must be followed for other areas of exceptionality. For specific information on these procedures contact the Coordinator, Educational and Psychological Assessment, State Department of Education, State Office Building, Atlanta, Georgia 30334.

SELECTION OF CHILDREN

The initial responsibility for identifying children who may be candidates for special education classes rests with the local school system.

A teacher who refers a child as a possible candidate for special class placement should not feel that his methods or classroom management have failed. An objective viewpoint in this regard emphasizes that appropriate class placement of a child more nearly assures a curriculum designed to fit his needs.

Parental permission for individual psycho-educational testing is important. Although legally the school system already has this prerogative (if the testing is scheduled during the regular day), it is still desirable to have the parents' agreement and support. If parents desire--or could profit from--a conference with the examiner after the child is tested, it should be arranged by the local director.

REFERRAL - LOCAL SYSTEM

The local director follows the steps listed below in the referral of children for individual psycho-educational testing:

A. Obtains copies of the referral form (IEC A-13) from the Program for Exceptional Children to give to each school in the system which refers children for special education classes/programs;

B. Instructs classroom teachers in the purposes and proper procedures for completing the form; (The forms should be completed in detail, and additional sheets may be attached if necessary. Three copies are needed and carbons are acceptable.)

C. Receives from the principal three copies of the completed referral form on children whom the teachers wish to be considered for special class placement;

D. Arranges with the principal(s) for group intelligence testing if this has not been done: (Children must be tested in small groups of four or five to insure greater reliability of results. The results of the group test are then recorded in the appropriate space on the referral form.)

E. Employs screening procedures before forwarding the forms to the Program for Exceptional Children, taking into consideration the following information --

1. Vacancies existing in the proposed special class;
2. Availability of transportation to proposed special class;
3. Information contained in the referral form;
4. Appropriateness of a child for the class on the basis of his age, behavior, group test scores, school achievement, problem areas, and other information available;
5. Provision for medical examination and notation of corrective measures on the referral form;
6. Referral to appropriate school personnel or other agencies of those children needing other services;

F. Contacts the parents of each child, explains to them the special education program, and obtains their consent for the individual evaluation to be done;

G. Submits two (2) copies of the screened referral form (IEC A-13) for each child, with a request for services of a psycho-educational evaluator (IEC A-4), to the Coordinator, Educational and Psychological Assessment, Program for Exceptional Children, State Department of Education, State Office Building, Atlanta, Georgia 30334. (The local director retains one copy of each form (IEC A-13) for his files. A separate form (IEC A-4) must be completed for each class when testing is requested for more than one unit.)

When psycho-educational evaluations are administered by psycho-educational evaluators or certified school psychology personnel employed in the local school system, referral forms (IEC A-13) need not be sent to the State Department of Education. One copy, however, should be retained by the local director, the teacher of the special education class, and by the examiner.

ARRANGEMENTS FOR TESTING - STATE

The Coordinator of Educational and Psychological Assessment, Program for Exceptional Children:

A. Reviews referral forms (IEC A-13) and consults with the local director regarding the number of children to be tested;

B. Approves the evaluation of selected children;

C. Returns one copy of the referral form on each child approved for testing;

D. Arranges for or authorizes --

1. A staff member of the Program for Exceptional Children to do the testing;

2. A private psycho-educational evaluator to do the testing;

E. Schedules dates for the testing.

ARRANGEMENTS FOR TESTING - LOCAL SYSTEM

The director in the local school system then:

A. Informs the parents of the testing dates and works out an acceptable schedule with the principal, etc.;

B. Provides a quiet, well-lighted, and well-ventilated room for the evaluation; (This room should contain three chairs--one for the child, one for the examiner, and one for the testing materials--and a table of the size appropriate to the size of the child evaluated.)

C. Designates one person to be responsible for making preparations for the evaluation and to aid the examiner throughout the testing day; (This person is responsible for bringing children to the examining room at the appointed time, seeing that the evaluation is not interrupted or disturbed by anyone entering the room or by noise from the halls outside. The person should be available throughout the day to offer any other assistance necessary.)

D. Furnishes the psycho-educational evaluator with other pertinent educational, developmental, or background information not contained in the referral form if requested by the examiner;

E. Schedules children to be evaluated at intervals to be set by the individual examiner when testing is arranged; (The time for each test will vary from approximately one hour to one and one-half hours. Time should be allowed for the examiner to have short rest periods and a reasonable lunch time.)

F. Requests the psycho-educational evaluator to test only the number of children approved; (The State Department of Education will not be responsible for payment in excess of the number stipulated in the contract.)

G. Counsels with parents, teachers, and administrators after the psycho-educational evaluations have been received;

H. Consults with psycho-educational evaluators when they visit in the local school system. (The psycho-educational evaluator should make time available to discuss with the director or other members of the school system problems of the children that have been examined.)

PROCEDURES - EVALUATORS

The Psycho-educational evaluator:

A. Administers an individual intelligence test (or tests) to each child approved for evaluation;

B. Consults with the local director and teachers concerning the children who are evaluated;

C. Sends to the school system three copies of a detailed psycho-educational report.

PROCEDURES - LOCAL SYSTEM

The local school system then proceeds according to the instructions below:

A. If testing has been done by an evaluator of the Program for Exceptional Children, one copy of the psycho-educational report will be retained by that office, and two copies will be sent to the local director. The local director retains one copy for his files and sends one copy to the teacher of the child. Since State Department of Education staff members are salaried, no reimbursement is made to the local system.

B. If testing has been done by a psycho-educational evaluator employed by the Program for Exceptional Children, the examiner will send three copies of the psycho-educational report to the local director who will retain one copy, give one copy to the teacher of the child, and forward one copy to the Program for Exceptional Children. The local director will send (with one copy of each psycho-educational evaluation) a request for payment (IEC A-5) to the Program for Exceptional Children. Local systems are then reimbursed by

the State Department of Education on the next monthly payment date. Systems are requested to reimburse the psycho-educational evaluator as soon as possible after receiving his reports.

C. If evaluations are done by a psycho-educational evaluator (approved by the Program for Exceptional Children) on the staff of the local system, one copy of the report goes to the director, one copy to the teacher of the child, and one copy is retained by the examiner. At the end of the year, the director will send ten sample psycho-educational evaluations to the Coordinator, Educational and Psychological Assessment, Program for Exceptional Children, State Department of Education, for his review.

D. All psycho-educational reports are confidential and must be kept in locked files. These reports should be made available to authorized professional personnel only, including the special class teacher who should have immediate access to such files.

E. The Local Professional Advisory Committee will discuss findings contained in psycho-educational reports and all other available information pertaining to each child (cumulative records, teacher evaluations and anecdotal records, physical examination report, etc.). The Local Professional Advisory Committee shall, upon review of all available data, recommend to the local school superintendent placement for each child. These decisions should be recorded in the minutes of the meeting.

THE INTELLIGENCE QUOTIENT (I.Q.) AND MENTAL AGE

The psycho-educational evaluation which is received by the local school system will contain, along with other data, an I.Q. and a mental age on each child who is evaluated. The I.Q. concept, although statistically rather simple, has been the central point of considerable confusion and even occasional conflict. This is true not only with the lay public but also with well-informed professionals. The I.Q. represents a ratio between chronological age and mental age. (There are exceptions to this, but the same inherent concept can be employed.) The mental age may be derived in any one of several ways. Basically it represents a level of

performance attained by the "average" child at any given chronological age. A mental age of 9 years, 6 months is supposed to represent the quality of performance one would expect from the "average" child who is chronologically 9 years, 6 months old.

The I.Q. then is generally equivalent to the ratio of a given child's chronological age to his measured mental age. Obviously, when the measured mental age exceeds the child's chronological age, the formula for the I.Q. $(\frac{MA}{CA} \times 100)$ would result in an I.Q. above the theoretical "average" of 100. When the child's chronological age exceeds his measured mental age, the I.Q. will be below 100. More sophisticated ways of arriving at I.Q.'s are in use, but the ratio method is still a fair example and one useful to teachers.

An I.Q. is not a "real" thing. It does not exist somewhere inside a child. It is a numerical approximation of learning effectiveness and can be considered roughly in the same fashion as a percentage. It results from performance shown on a test or tests. An I.Q. of 75 indicates that the subject was able to achieve about 75% as much as the average child with the same chronological age on a given intelligence test.

Teachers should regard the I.Q. as a learning approximation, an approximation which is as limited in usefulness as are other measures that are derived and not direct. Use this approximation, but do not be afraid to question it any time; continue to observe behavior and compare it with the I.Q. to evaluate its validity and relationship to your educational planning for each child. Used slavishly and rigidly, an I.Q. is binding and static limiting hope for change and amelioration. Used tentatively and constructively, the I.Q. does offer important clues in child development for the teacher and can serve as one of the factors in curriculum development and instructional methods.

USE OF PSYCHO-EDUCATIONAL REPORTS

A psycho-educational report, if used carefully and creatively, gives the teacher a basis for immediate planning and for projecting the progress of the individual. Most of the errors of usage of such reports seem to result from the assumption that psycho-educational reports are invariably inclusive comprehensive, and definitive. Psycho-educational evaluators try to avoid such implications. They know that the psycho-educational report is a carefully considered psycho-educational appraisal of human functioning and, as such, is subject to considerable restriction.

The minimum information given in a report includes some indication of the intellectual potential of the child, of his particular modes of behavior, of possible educational consequences of dynamics observed, and suggestions for further exploration or analysis. The psycho-educational report should be used by teachers as a valuable summary of one sphere of a child's functioning. This picture then is not complete without added information regarding the social and educational history of the child.

Professional educators recognize the inherent limitations of the psycho-educational report; however, lay persons usually do not. For this reason, school personnel must serve as interpreters of such information to parents. It is not advisable to give these reports to parents or others who are unable to utilize the contents properly.

ROLE OF PSYCHO-EDUCATIONAL EVALUATOR IN SPECIAL EDUCATION

Special classes are developed specifically for educational purposes; achievement of their purposes is dependent upon the close cooperation of professional people in various disciplines. Primary among these is the relationship between psychology and education. In this setting the examiner's role is to provide

the classroom teacher with an appraisal of the child's mental development, behavioral dynamics, and learning characteristics which will be an important guide in working with the child. Every effort should be made to assure communication and understanding between teachers and psycho-educational evaluators.

Psycho-educational evaluators have certain responsibilities in regard to testing children and working with parents and teachers:

A. Administration of an appropriate individual intelligence examination to each child. The Revised Stanford-Binet, Form L-M, or the Wechsler Intelligence Scale for Children is suggested as a minimum for the examination. The Stanford-Binet is suggested for younger retarded children because of its more appropriate "bottom". If the Wechsler Scale for Children is used, a "test age" in lieu of scale scores is desirable. The Wechsler Adult Intelligence Scale and Wechsler Pre-school and Primary Scale of Intelligence may also be used at appropriate times. It should be kept

in mind that the Wechsler Adult Intelligence Test scores tend to be proportionately higher than the Stanford-Binet, a fact which has been demonstrated by research. Projective techniques are not considered as a part of the routine psycho-educational evaluation for placement purposes in classes for mentally retarded children. Other tests such as achievement, perceptual ability, etc., may be necessary to complete a minimum psychometric evaluation.

Since the referred children have been pre-screened, testing time will probably not average more than one hour to one and one-half hours.

B. If the parents desire a conference, the psycho-educational evaluator is requested to talk with them briefly after examining the child. Counseling should be followed up by the local director, visiting teacher, etc. The psycho-educational evaluator is expected to give parents three types of information:

   1. Some idea of what the examination was composed of and its significance;

2. An interpretation of the child's mental age and, if retardation is present, what it means;
3. Some idea as to the future development of the child. Placement or non-placement of a child should not be promised to parents since these decisions are the responsibility of the local school system and also depend on other factors such as class enrollment, available transportation, etc.

C. The psycho-educational evaluation is the examiner's way of informing the teachers and others concerning the functioning of the child. It should be as exhaustive as possible containing all pertinent information the examiner obtained about the child. It also brings together information from various sources (referral form, parent interview, school records, etc.) and interprets their relationship to the child's functioning on the examination.

It is recognized that the evaluator's limited time affects the extent and depth of the report. However, a confrontation of forty-five minutes to one and one-half hours yields considerably more information than an I.Q. and a mental age.

The examiner should consider reporting such factors as:

A. The child's educational potential--based on intelligence test results, history, achievement test results, and observed behavior;

B. The child's potential for adequate social and emotional functioning level--including such items as ability to relate to others and potential ability to function effectively in the usual social interactions;

C. The child's attention and persistence span--his ability to tolerate frustration and failure and such abilities as his capacity to judge the quality of his responses;

D. The child's customary approach to tasks and the various mechanisms he employs to achieve a comfortable relationship between himself and others and the structured tasks (especially his typical reactions to frustration and failure);

E. The assessment of any special strengths or liabilities in the sphere of intellectual functioning and, if possible, suggestions to the teacher for exploiting strengths or remediating disabilities;

F. Conditions that require further study--such as possible neurological impairment and general physical disabilities, sensory defects, or emotional disorders.

SUGGESTED OUTLINE FOR PSYCHO-EDUCATIONAL AND PSYCHOMETRIC REPORTING

Identifying Data - Child, School, System, Superintendent, Grade, Birthdate, Chronological Age, Date of Testing, Tests Used, Examiner. (Please use standard heading.)

Referral - Give name and title of person completing the form. What are the factors revealed by the referral form that indicate a need for individual testing (such as discrepancy between achievement level and chronological age level or low group test scores)?

> NOTE: The reason for referral is generally to assist the advisory committee in determining the best class placement for a child, NOT to see if a child's I.Q. is in the educable range.

Educational Information - Should include available information on any previous tests, I.Q. and achievement test results, pertinent classroom and background behavior, school attendance, child's attitude toward school and school authorities, teacher comments, specific learning strengths and weaknesses, and other school-related information. This information should be stated briefly.

Background Information - Should be contained in the referral form attached to the psycho-educational report. If items of special interest are noted, they should be emphasized in the report.

General Observations - Includes any physical deviations such as speech, hearing, vision, motor disabilities, etc. Discuss the child's significant behavior during the testing situation, commenting on such things as attention, confidence, willingness, need for praise, verbalization, types of responses, speed of responses, perseveration, motor activity, reactions to authority, auto-criticism, frustration, etc., with substantiating descriptions (if such observations seem educationally pertinent).

Test Results and Interpretation - Report the child's chronological age, his mental age (regardless of test used, convert I.Q. to M.A. if necessary), and his I.Q. score or scores.

Describe assets and liabilities, as evidenced in test behavior and responses to test items, which will be of value to the teacher in working with the child. Discuss intratest scatter or variability where significant patterns appear; i.e., performance scores unusually high in relation to verbal scores, or atypical patterns of success and failure from lower to higher subtest levels.

If possible, suggest how this variability might affect the acquisition of new learning. If there is sufficient evidence from which to obtain strengths and weaknesses, this should be indicated. Give a statement concerning validity of testing and supporting comments.

Summary - The summary should be a statement of the interrelationships of the background and educational information, characteristic behavior, and meaningful test results which will affect the child's learning potential. Include recommendations regarding modification of instruction and discipline according to the child's abilities and needs. State the child's probable potential level of academic achievement. Also give any suggestions for referral for medical or other examinations (eyes, ears, neurological, nutrition, etc.), and suggestions for re-evaluation due to questionable test validity, language difficulties, or emotional factors. Do not recommend placement in a special class, as this is the responsibility of the Local Professional Advisory Committee.

If information which might give a clearer picture of the child is not available, this should be indicated with reasons why this knowledge might be important.

Form IEC A-4

Check One: White ( )
Negro ( )

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, Georgia 30334

Office of Instructional Services
Program for Exceptional Children

Jack P. Nix
State Superintendent of Schools

REQUEST FOR SERVICES OF PSYCHO-EDUCATIONAL EVALUATOR FOR TESTING CHILDREN FOR UNIT FOR EXCEPTIONAL CHILDREN
(Complete separate forms for each class)

SYSTEM_____ SUPERINTENDENT_____

1. Teacher of Class_____ School_____

2. Testing for new classes: Yes_____ No_____ Age range of class_____

3. Number of children presently enrolled in class_____

4. Number of children for initial examination_____

5. Number of children for re-evaluation_____

6. Do you anticipate losing some children in the near future who are presently enrolled in the class? Yes_____ No_____ How many?_____

Dates and days of week desired for testing_____

Person in charge of scheduling_____

Place where testing will be scheduled_____

Address_____

Person requesting services_____

Position_____

Three copies of the referral form (IEC A-13) must be completed on each child for whom testing is requested. TWO copies of the referral form must accompany this request before psycho-educational services can be approved. The THIRD copy must be kept on file in the Coordinator's office. Each form must contain the results of a group intelligence test. It is preferable to administer these tests in groups of four or five children.

Make two copies of this form. The Coordinator will forward these to the Coordinator, Educational and Psychological Assessment, Program for Exceptional Children, State Department of Education, Atlanta, Georgia.

For State Use Only

Number of Children Approved_____ Consultant_____

Form IEC A-13 No.____

C O N F I D E N T I A L

STATE DEPARTMENT OF EDUCATION
Program for Exceptional Children
State Office Building
Atlanta, Georgia 30334

REFERRAL FORM

Name:_____Sex/Race:_____Date : (Yr.)___(Mo.)___(Day)___
System:_____Birthdate: (Yr.)___(Mo.)___(Day)___
Parent/Guardian:_____Home Address:_____
School Presently Enrolled:_____Present Grade:_____Grades Repeated:___
_____

PREVIOUS TESTS OF MENTAL ABILITY:
Test:_____Date:_____I.Q._____
_____Date:_____I.Q._____
_____Date:_____I.Q._____

Estimate of child's current academic achievement level (pre-primer, 1st, low 2nd, etc.):
Reading:_____Reading Comprehension:_____Arithmetic:_____Spelling:_____Other:_____

1. Describe child's behavior (both in and out of the classroom):

2. Describe child's environmental background:

3. What do you believe are the child's most notable problems?

4. Describe child's physical condition (your observations and any known medical examination):

Signature:_____Position:_____
INSTRUCTIONS: Prepare in triplicate and forward to local coordinator of services for exceptional children. The local coordinator will retain ONE copy for his files and will forward TWO copies to the Program for Exceptional Children, State Department of Education, State Office Bldg., Atlanta, Georgia 30334.

Form IEC A-23

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, Georgia 30334

Office of Instructional Services
Program for Exceptional Children

Jack P. Nix
State Superintendent of Schools

CONTRACT OF GUARANTEE OF PAYMENT TO

PSYCHO-EDUCATIONAL EVALUATOR

Because the Program for Exceptional Children, State Department of Education, has an agreement with _____
(psychologist's name)
of _____ _____
(psychologist's address)
to administer individual psychological examinations to _____ children,
(number)
not to exceed _____ per day, on _____ at
(date(s)
_____
(place of testing)
at a fee of $_____ per evaluation, or a total of $_____.
(total amount)

We hereby guarantee the psychologist(s) listed above, reimbursement in the total amount listed herein, provided the psychologist(s) is available for testing at our school system on the scheduled date(s) listed above. Further, we understand that the State Department of Education will reimburse our school system only in the amount which represents $_____ per evaluation completed on children approved
(fee per test)
for testing by the Program for Exceptional Children, State Department of Education.

_____
(date)

_____
(superintendent)

_____
(school system)

_____, Georgia

Form IEC A-5

Check One: White ( )
Negro ( )

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, Georgia 30334

OFFICE OF INSTRUCTIONAL SERVICES
PROGRAM FOR EXCEPTIONAL CHILDREN

Jack P. Nix
State Superintendent of Schools

REPORT OF SERVICES OF PSYCHO-EDUCATIONAL EVALUATOR

Date_____

SYSTEM_____ SUPERINTENDENT_____

SERVICES REQUESTED BY_____ TITLE_____

Examiner's Name	Date(s) of Testing	No. Children Examined
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

This form authorizes the State to make payment to the local system which will pay the psychologist(s).

Send this form, completed, to Coordinator, Educational and Psychological Assessment, Program for Exceptional Children, State Department of Education, State Office Building, Atlanta, Georgia 30334.

ATTACH ONE COPY OF EACH PSYCHOLOGICAL REPORT TO THIS FORM. THIS IS NECESSARY FOR PAYMENT OF SERVICES.

Superintendent's Signature_____

FOR STATE USE ONLY

Amount Approved_____ Date_____

Form IEC A-16

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, Georgia 30334

Office of Instructional Services
Program for Exceptional Children

Jack P. Nix
State Superintendent of Schools

CRITERIA FOR PSYCHO-EDUCATIONAL EVALUATORS FOR STATE-SUPPORTED EXCEPTIONAL CHILD UNITS

To be approved as a psychological examiner qualified to test for State-supported exceptional child programs, a candidate must meet the following criteria under either A, B, or C.

A. (1) A Masters degree in an appropriate field, (e.g., psychology, counseling, testing and measurement, social psychology, educational psychology).

(2) Three years of professional experience. Two of these must have included individual psychological evaluation of pre-adolescent children as a major part of the job duty.

(3) Adequate course work of both a general and a specific nature. (35 hours minimum distributed as follows:)

	Qtr. Hours
a. Basic psychological concepts;	10
b. General psychological measurements and evaluation;	5
c. Statistics;	5
d. Individual psychological evaluation and testing;	5
e. Counseling, therapy, and/or psychological problems of children.	10

B. (1) A six-year certificate or equivalent in an appropriate field of study. (90 quarter hours beyond bachelors degree.)

(2) Two years of professional experience. One of these must have included individual psychological evaluation of pre-adolescent children as a major part of the job duty.

(3) Adequate course work of both a general and a specific nature. (See page 1.)

C. (1) A Doctors degree in an appropriate field.

(2) One year of professional experience which includes individual psychological evaluation of pre-adolescent children as a major part of the job duty.

(3) Adequate course work of both a general and a specific nature. (See page 1.)

Contingent upon direct staff supervision by a fully qualified examiner, one year of the above experience required may be waived.

MJJ:mhb

Form IEC A-17

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta, Georgia 30334

OFFICE OF INSTRUCTIONAL SERVICES
PROGRAM FOR EXCEPTIONAL CHILDREN

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

CANDIDATE DATA - PSYCHO-EDUCATIONAL EVALUATOR

Please submit the following information on any candidate to be considered for approval as a psychological evaluator in State-supported educable mentally retarded units. (NOTE: This form must be accompanied by recommendation of superintendent.)

1. Name:_____ Address:_____

2. Degrees:_____ Major:_____ Minor:_____

Date:_____ Where Obtained:_____

Certificate Held:_____

Quarter hours beyond highest degree:_____

3. Professional Experience:

Dates	Places	Job Titles	Duties	Hours per week devoted to psychological evaluations of pre-adolescents

4. Course Work	Name & Nature of Course	Qtr. Hours / Semester Hours (check one)
a. Basic Psychological Concepts		
b. General psychological measurement and evaluation		
c. Statistics		
d. Individual psychological evaluation and testing		
e. Counseling, therapy, and and psychological problems of children		
f. Related course work		